



THE PERSE
SCHOOL
CAMBRIDGE

Relationships Education and, Relationships and Sex Education Policy

The Perse School

September 2021

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1 Introduction

- 1.1 The School believes that effective relationships education and relationships and sex education is essential for young people to make responsible and well-informed decisions throughout their lives. The aim of relationships education and relationships and sex education is to help prepare pupils for the opportunities, responsibilities and experiences of adult life as well as to support and navigate relationships developed throughout childhood and adolescence. The School recognises that to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build self-efficacy. These subjects can support children and young people to develop resilience, to know how and when to ask for help, and to know where to access support.
- 1.2 The School recognises that the role of parents in the development of their children's understanding about relationships is vital. Parents are first teachers of their children. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. The School's relationship education and relationships and sex education programme is intended to complement and support the role of parents and carers in educating their children about sexuality and relationships.
- 1.3 The School recognises the aims of this policy are to help to create, model, maintain, review and embed a culture of respect safety, equality and protection.
- 1.4 The School recognises that schools and colleges can play an important role in preventative education in respect of safeguarding and sexual violence and sexual harassment. The most effective preventative education programme will be through a whole school approach that prepares pupils for life in modern Britain, including through the planned programme and delivery of evidence-based content of the relationships education and relationships and sex education programme.
- 1.5 The School recognises the central role that the relationships education and relationships and sex education programme plays in key regulatory standards; for example, through the School's accountability to its inspectors' consideration of pupils' personal development, behaviour and welfare; pupils' spiritual, moral, social and cultural development and leadership and management.
- 1.6 The School recognises the role of the pupil voice in creating, developing and reviewing the relationships education and relationships and sex education programme and school culture.
- 1.7 The School value to 'value one another' is an important aspect of PSHE.

2 Scope and application

- 2.1 This relationships education and relationships and sex education policy applies to the primary (Pelican Nursery and Pre-Preparatory School and Perse Preparatory School) and secondary (Perse Upper School) age phases of the School.
- 2.2 The policy applies to all staff (including employees, fixed term, part-time, temporary and voluntary staff and helpers) and pupils of the School.

3 Regulatory framework

- 3.1 This policy has been prepared to meet the School's responsibilities under:
 - 3.1.1 Education (Independent School Standards) Regulations 2014;

- 3.1.2 *Statutory framework for the Early Years Foundation Stage* (DfE, March 2017);
 - 3.1.3 Education and Skills Act 2008;
 - 3.1.4 Education Act 2002;
 - 3.1.5 Children Act 1989;
 - 3.1.6 Equality Act 2010;
 - 3.1.7 Children and Families Act 2014;
 - 3.1.8 Children and Social Work Act 2017;
 - 3.1.9 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- 3.2 This policy has regard to the following guidance and advice:
- 3.2.1 *Relationships education, relationships and sex education and health education* (DfE, June 2019);
 - 3.2.2 *Keeping children safe in education* (DfE, September 2021) (**KCSIE**);
 - 3.2.3 *Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children* (DfE, updated December 2020);
 - 3.2.4 *Sharing nudes and semi-nudes: advice for education settings working with children and young people* (DfDCMS and UK Council for Child Internet Safety, December 2020);
 - 3.2.5 *Sexual violence and sexual harassment between children in schools and colleges* (DfE, September 2021);
 - 3.2.6 *Searching, screening and confiscation: advice for schools* (DfE, January 2018);
 - 3.2.7 *Relationships education, relationships and sex education and health education FAQs* (DfE, April 2019), the Government response to draft *Relationships education and relationships and sex education (RSE) and health education guidance*;
 - 3.2.8 *Relationships, sex and health education: guide for schools* (DfE, June 2019), DfE guide for parents that schools can use to communicate about teaching relationships and health education;
 - 3.2.9 *Creating an LGBT-inclusive primary curriculum* (Stonewall, 2019);
 - 3.2.10 *Respectful School Communities: Self-Review and Signposting Tool* (DfE);
 - 3.2.11 *Tom Bennett's Independent review of behaviour in schools* (March 2017);
 - 3.2.12 *Plan your relationships, sex and health curriculum* (DfE, September 2020);
 - 3.2.13 *Teaching about relationships, sex and health* (DfE, September 2020); and
 - 3.2.14 *Review of sexual abuse in schools and colleges* (Ofsted, June 2021).
- 3.3 The following School policies, procedures, documents and resources material are relevant to this policy:

- 3.3.1 Safeguarding and Child Protection Policy;
- 3.3.2 Behaviour and Discipline Policy;
- 3.3.3 Risk Assessment Policy for Pupil Welfare;
- 3.3.4 Anti-Bullying Policy;
- 3.3.5 Disability Policy;
- 3.3.6 Learning Difficulties Policy;
- 3.3.7 Inclusion, Equality and Diversity Policy;
- 3.3.8 Online Safety Policy;
- 3.3.9 Acceptable Use of ICT Policy for Pupils;
- 3.3.10 Curriculum Policy;
- 3.3.11 Pelican School Personal, Social, Health Education and Citizenship Statement;
- 3.3.12 Prep School Overview of Personal, Social, Health and Economic Education (PSHE) and Spiritual, Moral, Social and Cultural Education (SMSC);
- 3.3.13 Upper School Handbook on Personal, Social, Health and Economic Education (PSHE), Relationships and Sex Education (RSE), Emotional Wellbeing (EW) and Spiritual, Moral, Social and Cultural Education (SMSC);

4 Publication and availability

- 4.1 This policy is published on the School's website and on the parent portal.
- 4.2 This policy is available free of charge in hard copy on request from the School Office.
- 4.3 A copy of this policy is available for inspection from the School Accountant during the School day.
- 4.4 This policy can be made available in large print or other accessible format if required.

5 Definitions

- 5.1 Where the following words or phrases are used in this policy:
 - 5.1.1 references to the Head mean the Head of the Perse Upper School, Perse Preparatory School or Pelican Nursery and Pre-Preparatory School as appropriate.
 - 5.1.2 references to Parent or Parents means the natural or adoptive parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive parent of the pupil, but who has care of, or parental responsibility for, the pupil (e.g. legal guardian).

6 Responsibility statement and allocation of tasks

- 6.1 The Board of Governors has overall responsibility for all matters which are the subject of this policy including the approval of this policy.

- 6.2 The Board of Governors is required to ensure that all those with leadership and management responsibilities at the School actively promote the well-being of pupils. The adoption of this policy is part of the Board of Governors' response to this duty.
- 6.3 The School will take a whole school approach to relationships education and relationships and sex education. However the Upper School, Prep School and Pelican School will each appoint an appropriate senior teacher in a leadership role with dedicated time to lead specialist provision (i.e. the Head of PSHE (Upper School), Assistant Head - Pastoral (Prep School) and Deputy Head (Pelican School)) with responsibility for the curriculum area. The subject leader will hold regular meetings with representatives of their school's pupil body, the Executive / Senior Leadership Teams and other members of staff with pastoral responsibilities to ensure the subjects will sit within the context of the School's broader ethos and approach to developing pupils socially, morally, spiritually and culturally, as well as its pastoral care system.
- 6.4 To ensure the efficient discharge of its responsibilities under this policy, the Board of Governors has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Deputy Head (Pupil Development and welfare) – Upper School Deputy Head – Prep School Deputy Head – Pelican School	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Deputy Head (Pupil Development and welfare) – Upper School Deputy Head – Prep School Deputy Head – Pelican School	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the UK GDPR	Deputy Head (Pupil Development and welfare) – Upper School Deputy Head – Prep School Deputy Head – Pelican School	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy	Head of PSHE – Upper School Assistant Head - Pastoral – Prep School Deputy Head – Pelican School	As required, and at least annually
Formal annual review	Board of Governors	Annually

7 Definition of relationships education and relationships and sex education

- 7.1 Relationships education for primary education and relationships and sex education for secondary education is part of the PSHE curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It comprises learning about the nature of marriage and civil partnership and their importance for family life and the bringing up of children; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing as well as signposting sources of support for those pupils who have any concerns about relationships. The education provided is age appropriate and developmentally appropriate and is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, with the aim of providing pupils with the knowledge they need of the law.
- 7.2 Sex education, as part of relationships and sex education in secondary schools includes also the teaching about intimate and sexual relationships, including sexual health, healthy sexual relationships and mutual respect, personal privacy and gender stereotypes. It also includes what the law says about sex, relationships, consent and young people, as well as pornography, broader safeguarding issues and using technology.
- 7.3 Sex education is not compulsory in primary schools. The School science curriculum policy¹ includes reference to the subject coverage in related areas including the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals. In addition, the School delivers sex education for primary age pupils as set out in Appendix 1².

8 Curriculum content

- 8.1 By the end of primary education, relationships education will include teaching about families and people who care; caring friendships; respectful relationships; online relationships and being safe. The Pelican School PSHE Curriculum and the Prep School PSHE and SMSC Overview detail what each topic covers and when each topic is taught. See Appendix 1 for a broad overview of the curriculum map.
- 8.2 In addition to relationships education, the School will teach sex education including teaching contained in the science curriculum policy about the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals and all aspects of reproductive health education and relevant topics outlined in the Upper PSHE, RSE, EW SMSC handbook.
- 8.3 By the end of secondary education, relationships and sex education will include teaching to develop knowledge on the topics specified for primary education. In addition, the curriculum provision will include teaching about families; respectful relationships, including friendships; issues around being online and the media; being safe and intimate and sexual relationships, including sexual health.
- 8.4 By the end of secondary education, pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including (but not necessarily limited to): marriage; consent, including the age of consent; violence against women and girls, online

¹ For each school to set out the science curriculum coverage notwithstanding the National Curriculum status.

² The DfE guidance requires primary schools that teach additional sex education to define any sex education they choose to teach other than that covered in the science curriculum.

behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.); pornography; abortion; sexuality; gender identity; substance misuse; violence and exploitation by gangs; extremism / radicalisation; criminal exploitation (for example, through gang involvement or 'county lines' drugs operations); hate crime and female genital mutilation (FGM).

8.5 Whilst statutory requirements do not apply to sixth form, the School will deliver relationships and sex education to sixth form students in formal taught lessons. The School will deliver content including:

- 8.5.1 how to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion;
- 8.5.2 understanding of the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online);
- 8.5.3 understanding of their rights in relation to harassment (including online) and stalking, how to respond and how to access support;
- 8.5.4 understanding of how to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online; and
- 8.5.5 understanding of how to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy.

These principles will be delivered as they are helpful, especially in supporting pupils in the transition to Higher Education.

9 Equality

- 9.1 The School will ensure that it considers the makeup of the student body, including the gender and the age range of the pupils and take this into account in the design and teaching of inclusive relationships education and sex and relationships education. The School will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics. This may include positive action to support girls, as although anyone can experience sexual harassment and violence, research indicates that girls are disproportionately affected.
- 9.2 The School will be alive to issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated and any incidences are identified and tackled. The School is committed to the approach that the starting point should always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. Sexual violence or sexual harassment will not be passed off as "banter", "just having a laugh", "part of growing up" or "boys will be boys" as the School recognises that this can lead to a culture of unacceptable behaviours and an unsafe environment for children. The School will act as though sexual harassment and online sexual abuse are happening, even when there are no specific complaints or reports about it.
- 9.3 The School will consider ways to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges

perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole school approach.

- 9.4 As part of this whole school approach, the School (including through the Head of PSHE (Upper), Assistant Head – Pastoral (Prep) and Deputy Head (Pelican), and Executive/Senior Leadership Teams) will meet with representatives of the pupil body in order to seek pupil views on addressing these issues through the relationships education and relationships and sex education programme and / or School culture.
- 9.5 **Students with special educational needs and disabilities (SEND):** relationships education and relationships and sex education will be accessible for all pupils and to ensure this, teaching will be differentiated and personalised. The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will take this into consideration when designing and teaching these subjects.
- 9.6 **Lesbian, Gay, Bisexual, Transgender, Queer or Questioning (LGBTQ+):** The School will ensure that the teaching of relationships education and relationships and sex education is sensitive and age appropriate in content and will consider when it is appropriate to teach pupil about LGBTQ+. This content will be fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson.
- 9.7 The School is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the Board of Governors of the School to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including:
- 9.7.1 in the way it provides education for pupils;
- 9.7.2 in the way it provides pupils access to any benefit, facility or service; or
- 9.7.3 subjecting them to any other detriment.
- 9.8 The School is also aware of its duties to teach about equality issues and to ensure teaching at the School does not discriminate against pupils.

10 Curriculum delivery

The School often invites visiting speakers to the School to help enhance and enrich the curriculum, its pupil's experiences and broaden their horizons, and this is actively encouraged. The School will ensure that the arrangements for all visiting speakers are suitably assessed before the visit takes place and that clear protocols are followed to ensure that those visiting speakers and any resources used are suitable, age-appropriate and aligned to the developmental stage of the pupils being taught. This includes following the School's *Visitors and Visiting Speakers Policy*. The School will ensure any visiting speaker is appropriately supervised when on School premises. In the unlikely event that the content, resources or delivery falls outside the School's expectations, or is deemed inappropriate, the School will take appropriate action, which could include stopping the presentation altogether.

The content of the relationships and sex education curriculum is delivered through the curriculum areas of science, PSHE and other relevant departments (e.g. Philosophy, Ethics and Religion - PER) and is also delivered in the following ways:

Pastoral programme:

- tutor time delivered by form tutors

- assembly delivered by members of staff and / or external agencies
- collapsed timetable sessions delivered by members of staff and / or external agencies.

The PSHE, science, PER curriculum (see curriculum map at Appendix 1).

11 **Assessment**

Teachers will be expected to plan, teach and assess the subject in accordance with the high expectations across the School in other subject areas. This will be monitored by the Head of PSHE (Upper School), Assistant Head - Pastoral (Prep School) and Deputy Head (Pelican School).

12 **Resources**

The School will assess the resources it will use prior to delivery of the programme and keep the resources under review.

The School may share example resources with parents as part of its consultation and review process.]

The Head of PSHE (Upper School), Assistant Head - Pastoral (Prep School) and Deputy Head (Pelican School) will lead the collation, assessment and use of these resources.

13 **Pupil questions**

- 13.1 The School appreciates that pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the School's curriculum. The School's approach is to ensure that teachers are confident to deal with such questions in an age-appropriate manner, recognising that children whose questions go unanswered may turn to inappropriate sources of information and that such questions may indicate a safeguarding response may be appropriate. INSET and other training will seek to include information on how teachers can respond.

14 **Safeguarding, reports of abuse and confidentiality**

- 14.1 The School will follow *Keeping Children Safe in Education (KCSIE)* and will ensure children are taught about safeguarding, including about how to stay safe online. Open forums to discuss potentially sensitive issues will be made available to children. Children will also be made aware of how to raise concerns or make a report and how any report will be handled. The School recognises that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.
- 14.2 Teachers will follow the School's policy on confidentiality between themselves and students and manage an appropriate level of confidentiality. Students should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality. Teachers will follow the School's *Safeguarding and Child Protection Policy* if a child protection issue is raised.
- 14.3 The School will encourage students to talk to their parents or carers and support them to do so. The School will also inform students of sources of confidential help, for example, the School nurse, counsellor, GP or local young person's advice service.

14.4 Where the school invites external agencies to support the delivery of these subjects, the School will agree in advance of the session how a safeguarding report will be dealt with by the external visitor.

15 **Parents' and carers' participation**

15.1 The School recognises that parents and carers are the first teachers of their children and that they play a vital role in:

15.1.1 teaching their children about relationships and sex;

15.1.2 maintaining the culture and ethos of the family;

15.1.3 helping their children cope with the emotional and physical aspects of growing up;

15.1.4 preparing them for the challenges and responsibilities that sexual maturity brings.

15.2 The School will consult with parents and carers in the development and review of this policy and on the content of the relationship education and relationship and sex education programmes. See Appendix 2.

15.3 The School will communicate to parents what will be taught and when in delivering relationships education and relationships and sex education. See Appendix 2.

15.4 Parents and carers of pupils at the Upper School have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at secondary age except for those parts included in the science curriculum, which cover the biological aspects of human growth and reproduction. The School will make alternative arrangements for students in each case so that they receive appropriate, purposeful education during the period of withdrawal.

15.5 Following a request to withdraw in relation to a pupil at the Upper School, the Deputy Head (Pupil development and welfare) will request a discussion with the child's parents or carers, and where appropriate, with the child. Following that discussion, except in exceptional circumstances, the School should respect the parents' or carers' request to withdraw the child, up to three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the School should make arrangements to provide the child with sex education during one of those terms. There may be exceptional circumstances where the Head may want to take into account a pupil's specific needs arising from their special education needs or disability into account when making this decision. Any discussions and decisions will be documented by the School.

15.6 Parents and carers of pupils at the Pelican and Prep Schools have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at primary age except for those parts included in the science curriculum. The individual subjects are identified in the overview of the delivery of teaching units coverage across curriculum areas tables included in Appendix 1.

15.7 The Head will automatically grant a request to withdraw a pupil from any sex education delivered in the Pelican and Prep Schools, other than as part of the science curriculum (see Appendix 1).

15.8 The parents' and carers' right to request that their child be withdrawn from some or all of sex education will be communicated to them by the School. There is no right to withdraw from relationships education.

16 Consultation

- 16.1 This policy has been produced in consultation with parents and carers and seeks to take into account the views of teachers and pupils.

17 Training

- 17.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 17.2 The level and frequency of training depends on role of the individual member of staff and the need for them to complete risk assessments as part of their role. This will include training of all teaching and pastoral staff in accordance with the Department for Education teacher training materials in respect of relationships education and relationships and sex education. High-quality, specific training will be provided for teachers delivering RSE and the School will review the adequacy of that training at all levels, to ensure that it is fit for purpose.
- 17.3 The School maintains written records of all staff training.

18 Record keeping

- 18.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 18.2 All matters arising from this policy involving a child protection issue will be recorded and dealt with under the School's *Safeguarding and Child Protection Policy*.
- 18.3 The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy. This includes the School's *Data Protection Policy for Staff, Governors and Volunteers* and *Information Security and Sharing Data Guidance* which are both contained in the *Data Protection and Information Security Handbook*.

19 Monitoring, evaluation and review

- 19.1 The roles with responsibility for PSHE, science and other relevant subject leaders are as follows:
- 19.1.1 Upper School: Head of PSHE, Head of Biology, Head of PER and Section Heads;
- 19.1.2 Prep School: Head of PSHE and Head of Science;
- 19.1.3 Pelican School: Pastoral Lead.
- 19.2 They will ensure that:
- 19.2.1 all schemes of work are reviewed on a regular basis to assess the content and that the content as defined within the policy is accurate and conforms to current guidance;

- 19.2.2 colleagues within their department or staff delivering this curriculum are familiar with this policy and ensure that delivery conforms to the guidelines set down in the policy and its appendices;
- 19.2.3 staff teaching any part of this programme are asked to review content and delivery. The outcomes of this evaluation are used to inform future amendments to the teaching programme, consultation with parents and any training and development needs;
- 19.2.4 any review of the programme includes an opportunity for the views of teachers, pupils and parents to be considered;
- 19.2.5 the content of all outside agencies' presentations is evaluated to ensure that it is in line with this policy.

20 Version control

Date of adoption of this policy	6 th September 2021
Date of last review of this policy	August 2021
Date for next review of this policy	August 2022
Policy owner (SMT)	Deputy Head (Pupil development and Welfare)
Authorised by	Jonathan Scott On behalf of the Board of Governors

Appendix 1 - Relationship Education and Relationships and Sex Education curriculum map

Overview of the delivery of teaching units coverage across curriculum areas – Upper School.

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
PSHE education is formally taught in tutor groups once every two weeks. This is complemented by a programme of visiting speakers, tutorial sessions and assemblies.						
+ 2 workshops on period education – Oct + Anti-bullying workshop-Nov	+ Visiting speaker on social media and the law -Sept + Workshop with Self-Esteem Team – Jan + Puberty workshop - May	+ 2 additional sessions on period education – Nov + Visiting speaker on online addiction - Apr	+Visiting speaker on RSE – Feb + Visiting speaker on drug awareness - Jun	+ Finance workshop – Nov + Workshop with Self-Esteem Team – Jan + tutorial on vaping	Sixth form have an extended visiting speaker programme. Please see below for details.	
Living in the wider world						Health and Well-being
New School and homework management	Respectful relationships including: changing identity, tackling stereotypes and equality.	Safer online lives including gaming, gambling and cybercrime and the risks of the dark web.	Citizenship and 'British' values Inclusion, Equality and Diversity Activism and engaging with politics	Careers Planning	Introduction to sixth form life	Reproductive health
		Building healthy friendships		Inclusion, Equality and Diversity	Mental health and social media	
Teaching cyber safety and understanding of what to do about cyberbullying and how to prevent it.	Health and wellbeing	Healthy relationships and consent including online relationships and the sending of nudes.	Health and wellbeing	Money management	Health and Well-being	Living in the wider world
	Puberty and the changing adolescent body			Body image, mental health, accessing mental health services	Managing risk and personal safety	
	My rights over my body (inc. teaching young people to recognise abuse			Managing social media and social media and the law	Living in the wider world	Managing the work place environment
				Critical approaches to the media including fake news and implicit bias	Diversity and Inclusion	Diversity and inclusion
				Healthy Relationships	Managing risk and personal safety	Student finance

	and addressing FGM)				Healthy Relationships	Accessing support at university
					Healthy relationships, ,	
Healthy Relationships	Healthy Relationships	Health and wellbeing	Mental Health and identifying most common mental health concerns and how to develop mental health resilience	Healthy relationships and recognising and managing abusive relationships including sexual violence	Consent,	Healthy Relationships
Respectful relationships, what different types of family look like. Building and maintaining healthy relationships, conflict resolution.	Building healthy relationships, thinking about relationship and intimate relationship values	Building a healthy body image	Gender and Sexual identity	Health and well-being	Managing unhealthy relationships	Healthy intimate relationships
		Eating disorders, how to identify them and where to get support	Healthy Relationships	Pregnancy choices	Tackling sexual harassment	Recognising coercive control
	Introduction to safer sex and contraception	Alcohol its effects and the law on alcohol, smoking and vaping	Key features of a healthy sexual relationship. The nature of sexual consent and sex and the law	Reproductive health and fertility		
Health and wellbeing	Health and wellbeing		Challenging pornography and its stereotypes	Dealing with cancer and self-examination for most common forms of cancer	Speaker programme	
What does good sleep look like	Drugs and their consequences		The reasons for contraception, different types of contraception and how to access it	Recognising and accessing help for most common forms of mental health concerns	Vising speaker on Social media and the law – Sept + Self-esteem workshop – Jan + Speaker on UK law – Feb +Speaker on 'Making good choices' – Mar + Visiting speaker on drug awareness - Jun	Visiting speaker on Mental Health -Nov + RSE talk – Feb + Visiting speaker on online addiction and gambling - Apr
Road and cycle, water and sun and fire safety		Living in the wider world	Sexual health and physical health including: sexually transmitted illnesses,	Living in the wider world		
Nutrition, hydration and exercise	First Aid	British democracy	Health and well-being	Transition to sixth form life		
	Living in the wider world	Tax and why it is important	Effects of drug use, drug use and the law and accessing support. Smoking and its consequences			
	Unifrog – introduction to career life skills					

Key

Health and wellbeing		Relationships		Living in the wider world	
Physical Health		Relationships education		British democracy, institutions and British values, Diversity and Inclusion	
Mental Health		Intimate sexual relations, Relations and Sex Education including sexual health		Economic education	
Sex education				Cyber safety	
				Drug / alcohol awareness	
				Managing change	

Overview of the delivery of teaching units coverage across curriculum areas – Prep School.

Subjects relating to the sex education curriculum are underlined in the table below. Parents have the right to request that their child be withdrawn from any aspect of the sex education curriculum listed under the PSHE and Other columns (see paragraphs 15.6 and 15.7 above).

Year group	Science	PSHE	Other
Year 3	Life cycles & life processes touches on reproduction	<p>E-safety and respectful relationships online</p> <p>Looking after physical and mental health</p> <p>Anti-bullying</p> <p>Managing transition to a new school</p> <p>Friendships and qualities of a good friend, cooperation, being kind, having more than one friend, good to be an individual</p> <p>Recognising strong emotions and exploring strategies for coping and impact on individual and relationships</p> <p>What makes us and others happy</p> <p>Individual and community responsibility for taking care of the planet, the impact on the individual and the community</p>	<p>Annual Mental Health Awareness Week, Anti-bullying Week</p> <p>Life Education Bus ('It's great to be me' -organs of the body, impact on the body of cigarettes and alcohol)</p>
Year 4		<p>E-safety and respectful relationships online</p> <p>Looking after physical and mental health</p> <p>Anti-bullying</p> <p>Major topic on keeping safe: road, rail, water, emergencies</p> <p><u>Safe and unsafe touch, understanding consent</u></p>	<p>Annual Mental Health Awareness Week, Anti-bullying Week</p>

		<p>Healthy eating</p> <p>Germs, coping with illness</p> <p>Strong emotions: worry, anger, sadness, fear, bereavement and loss</p> <p>Positive self-talk</p> <p>Resilience: role models, recognising strengths and weaknesses, setting goals, overcoming obstacles, heroes</p> <p>Coping with change</p>	
Year 5		<p>E-safety and respectful relationships online</p> <p>Looking after physical and mental health</p> <p>Anti-bullying</p> <p>Building healthy friendships, peer pressure, friendship choices, belonging to groups</p> <p>Body image</p> <p>Cigarettes, alcohol and drugs; the law, their effects, consequences, resisting peer pressure</p> <p>Understanding how the brain works and its impact on different types of learner, autism, dyslexia</p> <p>What makes a good learner</p> <p>Desert island topic: resourcefulness, teamwork, decision making, sense of self, compromise</p>	<p>Annual Mental Health Awareness Week, Anti-bullying Week,</p> <p>Life Education Bus ('Decisions' - the human body and the effects of drugs, peer influence and individual choice)</p>

		<p>Conflict and cooperation</p> <p>Losing face</p>	
Year 6	<p>Human reproduction lessons include:</p> <p><u>Adolescence and puberty</u></p> <p><u>Male & female reproductive systems</u></p> <p><u>Intercourse, fertilisation (including IVF)</u></p> <p><u>Implantation</u></p> <p><u>Foetal development & childbirth (briefly)</u></p> <p><u>Menstrual cycle</u></p>	<p>E-safety and respectful relationships</p> <p>Looking after physical and mental health</p> <p>Anti-bullying</p> <p>Discrimination and prejudice: refugees, racism, Martin Luther King, Gandhi, Mandela, scapegoats</p> <p>Prejudice and disability</p> <p>Prejudice and gender</p> <p>Personal finance; money, budgets and taxes</p> <p>Me, my emotional wellbeing and my relationships</p> <p>Being assertive, communication skills</p> <p>Different types of love, consent, self-respect and respect for others</p>	<p>Annual Mental Health Awareness Week, Anti-bullying Week</p> <p><u>Single-sex group talks about growing up, puberty, hormones, self-care, including menstruation</u></p>

Overview of the delivery of teaching units coverage across curriculum areas – Pelican Nursery and Pre-Prep School.

Year group	Science	PSHE Units of work	Other e.g. Citizenship Philosophy Education and Religion
Nursery	<ul style="list-style-type: none"> Timeline of growth from baby to present day. Identify changes. 	Michaelmas topic- All about Me Making Relationships Managing Feelings and Behaviour Health and Self Care	Life Education Bus Friendship Week NSPCC ‘The Pants Rule’ Assembly Assemblies and inclusive stories Protective Behaviours scheme of work
Reception		Michaelmas topic- All about Me Feelings Healthy Lifestyle (Health and personal hygiene) Keeping Safe (Esafety and protective behaviours) Making a positive contribution and British Values Medicine and Drugs Relationships (Families and different types of family)	
Year 1 and Year 2		<ul style="list-style-type: none"> identify, name, draw and label the basic parts of the 	

	<p>human body and say which part of the body is associated with each sense</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults 	<p>hygiene) Keeping Safe (Esafety and protective behaviours) Making a positive contribution and British Values Medicine and Drugs Relationships (Families and different types of family</p>	
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Appendix 2 - Parents' consultation

General principles

We will consult with parents when developing and reviewing our policies for relationships education and relationships and sex education, which help inform our decisions on when and how certain curriculum content is covered and how it is delivered. Our consultation will include giving the space and time for parents to input, ask questions, share concerns and for the School to decide the way forward.

We will listen to parents' views, and then make a reasonable decision as to how to proceed. What is taught, and how, is ultimately a decision for the School and consultation does not provide a parental veto on curriculum content or delivery.

As part of our consultation with parents we will provide examples of the resources we plan to use, for example the books we will use in lessons. We may adapt our timescales, process and content to respond to the needs of the School and pupils.